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ABSTRACT

The study attempted to determine the roles of vocational and technical education as perceived by parents, teachers, school board members, school counselors, and students in Oklahoma. The Delphi technique was used to formulate the opinionnaire from responses of 320 randomly selected participants. The statements were ranked by the participants' mean ratings of importance. Differences among the groups' ratings of the statements were determined by analysis of variance. It was found that the statements concerned with skill training and work values generally received the highest ranking of importance; the statements regarding specific curriculums received the lowest overall rankings. For 12 of the 65 statements, a significant difference was found among the groups' ratings, with the greatest difference being among the administrators' and counselors' mean ratings versus the school board members' and teachers'. The data from parents and students were insufficient to include in the statistical analysis. It was concluded that the people directly involved in education at the secondary level do not understand the goals, roles, and objectives of vocational and technical education. Tables represent the number and percentages of returns, the overall and groups' rankings, and the location of variance among the groups where a significant difference was found at the .05 level. The survey instruments are included in the report. (Author/NJ)

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THE ROLES OF VOCATIONAL AND TECHNICAL EDUCATION

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State Department of Vocational and Technical Education
Division of Research, Planning, and Evaluation
August, 1974

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ABSTRACT

THE ROLES OF VOCATIONAL AND TECHNICAL EDUCATION

Scope and Method of Study: This study attempted to determine the roles of vocational and technical education as perceived by parents, teachers, school board members, school counselors, school administrators, and students. The Delphi Technique was used to formulate the opinionnaire from responses of 320 randomly selected participants.

The statements were ranked by the participants' mean ratings of importance. The analysis of variance statistical test was used to determine whether or not the groups rated the statements differently. Specific differences between groups were located by the Duncan's Multiple Range Test. These same procedures were utilized to determine and locate the differences among the participants' ratings by planning districts.

Findings and Conclusions: It was found that the statements which were concerned with skill training and work values generally received a higher ranking of importance than did the remainder of the Delphi statements in other categories. The statements regarding specific curriculums received the lowest overall rankings. The statements whose meaning was not as manifest fell into the middle two quartiles.

The statistical tests revealed that for twelve of the sixty-five statements a significant difference did exist among the groups' ratings of the statements. The greatest differences were among the administrators' and counselors' mean ratings versus the school board members' and teachers'. Regrettably there was an insufficient number of parents and students responding to correspondence sheets one and two to include their input in the statistical analysis of the data.

Concerning the question of whether or not there was a significant difference among the participants' responses of the different planning districts, it was found that only three statements were rated significantly different. These statements did not contain any significant postulates relating to the roles of vocational and technical education. After reviewing the results of this study, it is the researcher's conclusion that the people directly involved in education at the secondary level do not understand vocational and technical education's goals, roles, and objectives. This publication is a summarization of a doctoral dissertation. More detailed information can be obtained from the original study.

CHAPTER 1

INTRODUCTION

Purpose of the Study

The major purpose of this study was to determine the roles of vocational and technical education as perceived by parents, teachers, students, school board members, school administrators, and school counselors. The Delphi Technique was used to obtain these perceptions in an opinionnaire type of inquiry rather than the traditional forecasting method. After the participants responded to the opinionnaire, the information was used to answer two research questions. The Delphi responses and the research questions provided insight as to how the public perceives the roles of vocational and technical education. The responses also pointed out any differences among the individual groups. Such data can provide people in vocational and technical education information needed to make decisions in the future. It can also be used to evaluate the existing roles, publicity, and information dissemination of vocational and technical education.

A secondary purpose of this study was to determine if there is any difference among the groups' ratings as to their perception of the roles of vocational and technical education.

Research Questions

Research Question Number One. What are the groups' rankings of the statements of the perceived roles of vocational and technical education?

Research Question Number Two. Is there any difference among the groups as to their perceived role of vocational and technical education?

The Opinionnaire

The questionnaire used for the survey was developed by using the Delphi technique generated by the randomly selected participants. Traditionally, the "Delphi Technique"

has been used for achieving a consensus for forecasting by a panel of experts. It is beginning to be used more and more to collect opinions as it was used in this study. The procedure used to generate an opinionnaire via the Delphi technique is outlined in the following paragraphs.

After the participants had been randomly selected, a letter was sent to them asking for their participation, along with a question for which they were to submit between one and five responses that they felt best applied (Appendix A). The question asked them to list what they thought the role of vocational and technical education is in Oklahoma.

In the next step the investigator reworded or combined all like responses and condensed the list of statements to eliminate redundancy and ambiguity to produce the opinionnaire. A list of these revised statements was sent back to the participants for their ratings as to how they perceive the importance or lack of importance of the statements as to the role of vocational and technical education (Appendix B). An eleven-point continuous scale was provided for the responses to each item, one being most important and eleven being least important.

The responses were combined for each item in order to give mean responses to the ratings on a scale from one to eleven. The statements were then ranked according to their order of importance as determined by the participants' ratings. The groups' overall ratings were ranked and then each individual group's ratings of the statements were ranked. After the mean ratings were computed and the statements ranked, the data was ready for statistical treatment as discussed in the next section.

Selection of the Sample

The population used in this study was a randomly selected stratified sample. All of the participants were Oklahomans who are in some way directly involved with secondary education. The sample consisted initially of 320 participants.

Of the 320 participants, there were 55 in each of the following six groups: (1) parents, (2) teachers, (3) school board members, (4) school administrators, (5) school counselors, and (6) students. Five people from each of these six groups were from each of the eleven planning districts in the state except for the student and parent groups. The number five was arbitrarily chosen, thus there were thirty participants per planning district.

The Participants' Return Rates

The study actually involved 320 persons selected at random to participate in the Delphi study. Revealed in Table 1 are the percentages of returns for all six groups of participants. Of the 320 initial participants, 89 completed both correspondence sheets one and two.

TABLE 1

NUMBER AND PERCENTAGES OF PARTICIPANT RETURNS

Groups	Number Sent	Returns			
		Correspondence I		Correspondence II	
		N	%	N	%
Parents	50	5	10	3	6
Teachers	55	26	47	15	27
School Board Members	55	23	42	15	27
School Administrators	55	27	49	21	38
School Counselors	55	33	60	24	44
Students	50	14	28	11	22
Overall	320	128	40	89	28

CHAPTER II

FINDINGS OF THE STUDY

Results of the Data Pertaining to Research Question Number One

The data presented in this section is focused upon the objective of answering the first research question.

Research Question Number One

What are the groups' rankings of the statements of perceived roles of vocational and technical education?

In order to satisfy this question, the mean ratings of the statements obtained from correspondence sheet number two were used. The statements were ranked from these ratings in their order of importance in descending order. The lower the mean score, the greater the importance because the continuum scale on correspondence sheet number two ranged from one being most important to eleven being least important.

Each of the six groups' responses were ranked as well as the groups' overall responses. Provided in Table II are the rankings of statements by group and overall responses. The statements are arranged in the table by the groups' overall ranking obtained from the total mean responses. The individual groups' rankings obtained from their mean responses are indicated to the left of the overall ranking.

The statements that were ranked in the first quartile from the overall mean ratings touch upon several areas. The statements that fell into this quartile as being the most important express skill training as the underlying role. The prime difference in these statements dealing with skill training is in what the purpose for it is. These statements indicated the purposes of skill training as being for employment upon high school completion, for unskilled workers, for students with certain aptitudes, for students possessing fewer abilities, for students who have such interests, and for students who do not aspire toward a baccalaureate degree. The other types of statements ranked in the first quartile as being most important roles consisted of guidance in career choices,

promoting work habits, developing positive self-concepts, and inspiring people to be productive in society. Of the 16 items in the first quartile that were not directly related to the others, Statement Number 31, "To work closely with business, labor, industry, and the community, and involve them in the education of people," ranked 13th. However, students ranked this item as 54th, whereas all other groups ranked it in the range from 5.5 to 12.5.

As previously mentioned, many of the statements ranked in the fourth quartile involved areas of specific curriculums. These were in the areas of homemaking, petroleum production, transportation, agriculture, engineering, outdoors education, architecture, and health careers. One statement which was ranked 64th dealt with athletics for those interested in sports.

Other statements ranking in the bottom quartile mentioned such things as providing information regarding financial aid available to students, job training for early youth employment as aids or helpers or so they may earn their way through college, and to break down the common school ideology and the practice of a common education for all. Statement 42, which ranked 45th, stated that general education should be provided by vocational and technical education when needed in an occupational field. One participant's sincerity is questioned because he listed the following statement as a role of vocational and technical education. "To be used as a catch all to rid other classes of undesirable students." Absurd as it sounds, attention should be given to the fact that several respondents did rate this item higher than eleven on the continuum. However, it is encouraging to note this statement's overall ranking was 65th (last) in all groups.

The statements that were ranked in the second and third quartile generally were of the nature of general education roles. A few statements related to occupational training did fall in these quartiles, but the more occupational training-oriented, the closer they were to the top of the second quartile. And conversely, the more general education-oriented and intangible, the closer they were to the bottom of the third quartile. The statements that ranked in between were aimed at self-improvement, self-understanding, moral responsibility, and attitudes.

The following is a list of the statements which were ranked as the five most important statements by the groups. The five statements which received the highest ranking of importance by the combined groups were:

- To assist students in learning those skills for which they have an interest. (Ranked 1)

- To teach good work habits and the importance of jobs. (Ranked 2)

- To furnish job skills and motivating alternatives to those persons who do not desire or who are unable financially to attend college. (Ranked 3)

- To provide experiences which will promote desirable personal characteristics, good working habits, personal pride, and satisfaction in doing a good job. (Ranked 4)

- To assist students in learning those skills for which they have an aptitude. (Ranked 5)

The parent group selected the following statements as being the four most important:

- To teach good work habits and the importance of jobs. (Ranked 2.5)

- To be very strict about vocational-technical program requirements and qualifications for students and exercise caution in sending out graduates who cannot do the required work. (Ranked 2.5)

- To offer each high school student a larger area of choice in curriculums. (Ranked 2.5)

- To furnish job skills and motivating alternatives to those persons who do not desire or who are unable financially to attend college. (Ranked 2.5)

The teacher group rated these statements as the most important:

- To provide a student the opportunity to explore occupational possibilities. (Ranked 1.5)

- To provide students occupational classroom instruction and on-the-job training while in school. (Ranked 1.5)

- To develop realistic self-understanding regarding decisions relative to career choice in a vocation that they enjoy rather than to be in a job just for the sake of a livelihood. (Ranked 3)

- To provide experiences which will promote desirable personal characteristics, good working habits, personal pride, and satisfaction in doing a good job. (Ranked 4)

- To help people feel self-sufficient, self-competent, and pride in their abilities so they may become better employees. (Ranked 5.5)

- To teach good work habits and the importance of jobs. (Ranked 5.5)

School board members rated the following statements as being the five most important:

- To furnish job skills and motivating alternatives to those persons who do not desire or who are unable financially to attend college. (Ranked 1)
- To provide technical training for unskilled workers. (Ranked 2)
- To assist students in learning those skills for which they have an interest. (Ranked 3)
- To assist students in learning those skills for which they have an aptitude. (Ranked 4.5)
- To provide skill training for the personnel needs of business and industry in the state and surrounding states. (Ranked 4.5)

School administrators rated these statements as the most important:

- To teach good work habits and the importance of jobs. (Ranked 1)
- To help students develop the initiative and dependability to hold down a job. (Ranked 2)
- To make education pertinent to potential dropouts and offer opportunities to these individuals that will encourage them to stay in school through twelve grades. (Ranked 3)
- To provide basic skill training and meet the needs of those with fewer abilities so they might become useful, productive wage earners. (Ranked 5)
- To build attitudes which develop self-discipline in work, study, and play. (Ranked 5)
- To provide a sense of worth and achievement to the less capable individual. (Ranked 5)

School counselors rated the following statements as being the six most important:

- To provide experience which will promote desirable personal characteristics, good working habits, personal pride, and satisfaction in doing a good job. (Ranked 1)
- To provide technical training for unskilled workers. (Ranked 2)
- To work closely with business, labor, industry, and the community, and involve them in the education of people. (Ranked 5.5)
- To help students develop the initiative and dependability to hold down a job. (Ranked 5.5)
- To provide high school dropouts and the unemployed the opportunity to develop basic skills in order to become gainfully employed. (Ranked 5.5)

- To assist students in learning those skills for which they have an interest. (Ranked 5.5)

Students rated the following five statements as being the most important:

- To provide technical training for unskilled workers. (Ranked 2.0)
- To make education pertinent to potential dropouts and offer opportunities to these individuals that will encourage them to stay in school through twelve grades. (Ranked 2.0)
- To provide experiences which will promote desirable personal characteristics, good working habits, personal pride, and satisfaction in doing a good job. (Ranked 2.0)
- To offer each high school student a larger area of choice in curriculums. (Ranked 4)
- To offer a variety of employment training opportunities so students may find employment upon high school completion. (Ranked 5)

Tied ranks are indicated by non-integers or by duplicate numbers. This occurrence necessitated the inclusion of more than five statements as being rated "most important" by some groups.

In looking at the statements above which were ranked as the five most important by the groups, several statements were ranked as such by more than one group. The statement, "To teach good work habits and the importance of jobs," was ranked among the five most important statements by the combined groups of parents, teachers, and school administrators. Counselors, students, and school board members all ranked, "To provide technical training for unskilled workers," as being most important roles, whereas the other groups' rankings ranged from 20 to 34.5. Parents and school board members ranked, "To furnish job skills and motivating alternatives to those persons who do not desire or who are unable financially to attend college," among the top five and it ranked third from the combined groups' overall ratings. The statement which received the most agreement in ranking of importance was, "To provide experience which will promote desirable personal characteristics, good working habits, personal pride, and satisfaction in doing a good job." Teachers, counselors, students, and the combined groups all ranked it among the top five. Students and parents ranked the statement, "To offer each high school student a larger area of choice in curriculums," 4.0 and 2.5 respectively. The statement, "To assist students in learning those skills for which they have an interest," was ranked among the top five by counselors, school board members, and the combined

groups. The groups who had the smallest number of agreements among the ranking of statements in the five most important were school administrators and teachers. School board members had the most agreements of rankings in the five most important statements.

As an observation of all of the statements, the reader might conclude that they appear to span the entire spectrum of total education roles. The statements which did "zero in" on the roles of vocational and technical education, in the majority of instances, did receive the highest rankings. Conversely, those statements which least focused on this area received the lowest rankings. However, as previously pointed out, there are some exceptions. These exceptions are best seen by reviewing Table I since the process of individually describing these would be too involved and lengthy. The reason for these discrepancies lies in extreme rankings by one or several of the groups. The process of determining where there were significant differences among groups was the purpose of the next section.

Research Question Number Two

Is there any difference among the groups as to their perceived roles of vocational and technical education?

To arrive at an answer for this question, the analysis of variance statistical test was performed on each of the 65 statements. This test pointed out any differences among the groups' mean responses to each statement. Table III indicates the results of the statistical test for each statement, at what level the "F" value is significant, and if it is significant at the .05 level. In order to determine precisely among which groups this difference lies, the Duncan's Multiple Range Test was applied to the data where a significant difference was found as a result of the analysis of variance test. The results of the Duncan's Multiple Range Test are presented in Table II.

It should be noted that only school board members, teachers, administrators, and counselors were used for the analysis of variance tests due to such a small number of respondents from the parent and student groups.

TABLE II

OVERALL AND INDIVIDUAL GROUPS' RANKINGS OF THE PERCEIVED ROLES OF VOCATIONAL AND TECHNICAL EDUCATION

STATEMENT NO.	STATEMENTS OF ROLES	Parents N=3	Teachers N=1[illegible]	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=8[illegible]
	First Quartile							
62.	To assist students in learning those skills for which they have an interest.	6.5	12.5	3	17	5.5	7	1
18.	To teach good work habits and the importance of jobs.	2.5	5.5	24	1	21	29	2
58.	To furnish job skills and motivating alternatives to those persons who do not desire or who are unable financially to attend college.	2.5	21.5	1	15	11.5	11.5	3
39.	To provide experiences which will promote desirable personal characteristics, good working habits, personal pride, and satisfaction in doing a good job.	29	4	18	5	1	2.5	4
6.	To assist students in learning those skills for which they have an aptitude.	19	9	4.5	7	11.5	32	5
49.	To help students develop the initiative and dependability to hold down a job.	12.5	19.5	33.5	2	5.5	11	6

TABLE II (CONTINUED)

STATEMENT NO	STATEMENTS OF ROLES	Parents N=3	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
1.	To provide technical training for unskilled workers.	34.5	32	2	20	2	2.5	7
57.	To provide students occupational classroom instruction and on-the-job training while in school.	12.5	1.5	27.5	29.5	13.5	13.5	8
40.	To provide a sense of worth and achievement to the less capable individual.	12.5	27.5	24	11.5	7	20.5	9
41.	To provide a program whereby mentally handicapped students can be taught some skill to become self-sufficient and improve their self-image.	19	23.5	31	9	32.5	28	10
47.	To offer a variety of employment training opportunities so students may find employment upon high school completion.	45	10	10.5	18.5	9	5	11.5
19.	To provide basic skill training and meet the needs of those with fewer abilities so they might become useful, productive wage earners.	34.5	12.5	6	5	8	47	11.5
31.	To work closely with business, labor, industry, and the community, and involve them in the education of people.	12.5	12.5	13.5	13.5	5.5	54	13

TABLE II (CONTINUED)

STATEMENT NO.	STATEMENTS OF ROLES	Parents N=3	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
27.	To help people feel self-sufficient, self-competent and pride in their abilities so they may become better employees.	19	5.5	36	9	21	40	14
44.	To offer each high school student a larger area of choice in curriculums.	2.5	41.5	24	32.5	30	4	15.5
59.	To dignify, upgrade, and improve student and community attitudes toward the work ethic and non-executive occupations.	12.5	19.5	19.5	21.5	15.5	29.5	15.5
	Second Quartile							
17.	To teach skills for locating, applying for, and interviewing for a job.	12.5	7.5	37	18.5	13.5	44	17.5
54.	To provide a student the opportunity to explore occupational possibilities.	29	1.5	27.5	29.5	21	19	17.5
53.	To make education pertinent to potential dropouts and offer opportunities to these individuals that will encourage them to stay in school through twelve grades.	51	16.5	27.5	3	30	2.5	19

TABLE II (CONTINUED)

STATEMENT NO.	STATEMENTS OF ROLES	Parents N=3	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
55.	To provide skill training for the personnel needs of business and industry in the state and surrounding states.	12.5	21.5	4.5	27	32.5	42.5	20
60.	To give students information as to the types of job skills, the types of jobs available, and the types of training available to them.	6.5	7.5	15.5	21.5	23.5	53.5	21
61.	To provide skill training for students after the completion of high school.	23.5	43.5	8	11.5	19	29.5	22
23.	To provide present and future workers the training opportunity to broaden their skills and to increase earning powers.	29	34.5	8	29.5	26	33	23
15.	To provide a background for understanding the need for continuing education and training in the various career areas.	40	25	15.5	23.5	38	34	24
50.	To provide a broader scope of training in job skills not already offered by the public schools because of the financial burden on individual districts.	19	16.5	19.5	9	17.5	50.5	25

TABLE II (CONTINUED)

STATEMENT NO.	STATEMENTS OF ROLES	Parents N=[illegible]	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
32.	To provide upgrading of an individual's skills for advancement in present job.	29	37	17	25	15.5	41	26
56.	To strengthen the state and community's ability to attract industry by increasing the available manpower.	29	37	10.5	35	28	25.5	27
13.	To develop a realistic self-understanding regarding decisions relative to career choice in a vocation that they enjoy rather than to be in a job just for the sake of a livelihood.	40	3	31	16	26	55	28
20.	To build attitudes which develop self-discipline in work, study, and play.	40	12.5	33.5	5	30	53	29
46.	To stress the honor and importance of technical skills in preparing for a vocation and a livelihood.	6.5	34.5	8	32.5	10	53.5	30
52.	To provide high school dropouts and the unemployed the opportunity to develop basic skills in order to become gainfully employed.	51	32	12	13.5	5.5	44.5	31

TABLE II (CONTINUED)

STATEMENT NO.	STATEMENTS OF ROLES	Parents N=3	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
43.	To work harder at changing the attitudes of the general public, especially administrators, teachers, students, and parents about vocational-technical education so a more balanced quality of students will attend vocational-technical training.	29	52	21.5	42	17.5	8.5	32
2.	To provide training for those people who are especially adaptable to manual arts.	23	27.5	21.5	37	23.5	54	33
	Third Quartile							
11.	To provide students with education they can use in everyday life such as management of time, talents, money, and energy and how to work on a set time schedule.	47.5	16.5	35	29.5	39	32	34
51.	To provide programs to retrain adults for better jobs or new jobs as they are created.	51	49	13.5	26	26	25.5	35
45.	To serve as an integrative factor between technical and academic classes to help make the study of English and math relevant.	6.5	47.5	42	40	44	37	36

TABLE II (CONTINUED)

STATEMENT NO.	STATEMENTS OF ROLES	Parents N=3	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
38.	To provide a better understanding of labor and management.	40	39.5	45	38	35	42.5	37
30.	To be very strict about vocational-technical program requirements and qualifications for students and exercise caution in sending out graduates who cannot do the required work.	2.5	54	38.5	36	37	59	38
26.	To reduce the welfare rolls by helping a person find his role in life.	57	50.5	31	23.5	36	28	39
48.	To provide the opportunity through youth organizations for students to develop the leadership potential and to become dedicated citizens.	55	43.5	40	34	40	22.5	40
5.	To provide skill training in areas that would complement a college education.	23.5	27.5	38.5	55	56.5	45	41
14.	To provide students the opportunity to learn how to run a self-employed business.	23.5	47.5	43	40	52	55	42
24.	To provide job skills for students needing to earn their way through further schooling, such as college.	12.5	45	52	50	60	32	43

TABLE II (CONTINUED)

STATEMENT NO.	STATEMENTS OF ROLES	Parents N=3	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
29.	To provide extra training for partially trained people, particularly hospital personnel.	34.5	34.5	48.5	47	43	50	44
42.	To provide general education in the disciplines (English, social studies, and math) that will be needed in the technical and occupational fields.	51	56.5	41	45.5	45	20.5	45
3.	To help students analyze and solve business and economic problems with reasonable judgment.	40	23.5	48.5	54	48	46	46
37.	To offer training in photography, wildlife conservation, engineering, typing, and physical education.	23.5	58.5	50.5	60	50	25.5	47
64.	To provide training in the areas of dentistry, optometry, and laboratory and x-ray technicians.	19	60	53.5	58	53	40.5	48
33.	To further skills for those not satisfied with present occupations.	34.5	60.5	27.5	45.5	34	55	49
	Fourth Quartile							
4.	To help individuals improve their home environment and the quality of personal and family life.	62.5	16.5	46	44	41	49	50

TABLE II (CONTINUED)

STATE-MENT NO.	STATEMENTS OF ROLES	Parents N=3	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
28.	To provide agriculture information and experience that will develop a knowledge of the science of agriculture and create and nurture a love of farm life.	45	46	59	61	50	61	51
10.	To provide basic homemaking and nutritional skills with utilitary purposes.	51	32	57	57	51	72	52
7.	To provide information to students regarding financial aid available.	40	30	47	51	63	79	53
9.	To develop an awareness of responsibility as a member of the society and the legal aspects connected with these responsibilities.	60	27.5	53.5	40	42	64	54
8.	To provide students with moral training for the business world and human relationships.	62.5	41.5	55.5	43	46	54	55
36.	To offer training in the operation and maintenance of commercial transportation carriers.	45	62	55.5	56	64.5	59.5	56
21.	To give a student a skill which he may use much later in life such as a second occupation (perhaps after retirement).	56	39.5	63	52.5	54.5	52	57

TABLE II (CONTINUED)

STATEMENT NO.	STATEMENTS OF ROLES	Parents N=3	Teachers N=15	School Board Members N=15	School Administrators N=21	School Counselors N=24	Students N=11	Overall N=89
65.	To provide training in interior and decorative structural design.	40	61	61	59	58	31	58
63.	To provide physical therapy and human rehabilitation services for students.	60	58.5	44	62	47	31.5	59
12.	To offer opportunities to fourteen- and fifteen-year-olds as helpers or aids in various occupations.	57	53	58	49	56.5	49	60
35.	To offer training in the field of petroleum production.	47.5	63	50.5	63	62	45	61
16.	To provide enrichment courses needed for a well-rounded education and skills that might be used creatively for leisure time.	54	56.5	62	48	61	59	62
25.	To help break down the common school ideology and the practice of a common education for all.	64	55	60	52.5	59	77	63
34.	To improve the student's role in athletics for those interested in sports.	60	65	64	64	64	59	64
22.	To be used as a catch-all to rid other classes of undesirable students.	65	65	65	65	65	65	65

TABLE III

THE LOCATION OF VARIANCE AMONG THE GROUPS ON THEIR MEAN RATINGS OF INDIVIDUAL STATEMENTS WHERE A SIGNIFICANT DIFFERENCE WAS FOUND AT THE .05 LEVEL

	Statement	Group vs. Group	Group Rating Most Important
1.	To provide technical training for unskilled workers.	School Board Members vs. Teachers	School Board Members
		Counselors vs. Teachers	Counselors
16.	To provide enrichment courses needed for a well-rounded education and skills that might be used creatively for leisure.	School Board Members vs. Administrators	Administrators
		Administrators vs. Counselors	Administrators
21.	To give a student a skill which he may use much later in life such as a second occupation (perhaps after retirement).	School Board Members vs. Teachers	Teachers
		School Board Members vs. Counselors	Counselors
		School Board Members vs. Administrators	Administrators
27.	To help people feel self-sufficient, self-competent, and pride in their abilities so they may become better employees.	School Board Members vs. Counselors	Counselors
		School Board Members vs. Administrators	Administrators
39.	To provide experiences which will promote desirable characteristics, good work habits, personal pride, and satisfaction in doing a good job.	School Board Members vs. Counselors	Counselors
		School Board Members vs. Administrators	Administrators

25

TABLE III (CONTINUED)

	Statement	Group vs. Group	Group Rating Most Important
40.	To provide a sense of worth and achievement to the less capable individual.	School Board Members vs. Counselors	Counselors
		School Board Members vs. Administrators	Administrators
		Administrators vs. Teachers	Administrators
		Counselors vs. Teachers	Counselors
41.	To work harder at changing the attitudes of the general public, especially administrators, teachers, students, and parents, about vocational-technical education so a more balanced quality of students will attend vocational-technical training.	School Board Members vs. Teachers	School Board Members
		Administrators vs. Counselors	Counselors
		Counselors vs. Teachers	Counselors
46.	To stress the honor and importance of technical skills in preparing for a vocation and a livelihood.	School Board Members vs. Counselors	Counselors
		School Board Members vs. Administrators	Administrators
		Counselors vs. Teachers	Counselors
49.	To help students develop the initiative and dependability to hold down a job.	School Board Members vs. Counselors	Counselors
		School Board Members vs. Administrators	Administrators
		Administrators vs. Teachers	Administrators
		Counselors vs. Teachers	Counselors
51.	To provide programs to retrain adults for better or new jobs as they are created.	School Board Members vs. Teachers	School Board Members
		Administrators vs. Teachers	Administrators
		Counselors vs. Teachers	Counselors

TABLE III (CONTINUED)

	Statement	Group vs. Group	Group Rating Most Important
52.	To provide high school dropouts and the unemployed the opportunity to develop basic skills in order to become gainfully employed.	School Board Members vs. Teachers	School Board Members
		Administrators vs. Teachers	Administrators
		Counselors vs. Teachers	Counselors
53.	To make education pertinent to potential dropouts and offer opportunities to these individuals that will encourage them to stay in school through twelve grades.	School Board Members vs. Counselors	Counselors
		School Board Members vs. Administrators	Administrators
		Administrators vs. Teachers	Administrators
		Counselors vs. Teachers	Counselors

A significant difference at the .05 level among the groups was found for 12 of the 65 statements. The statements were as follows and accompanying each statement is a brief discussion as to where the difference was significant.

1. "To provide technical training for unskilled workers."

The school board members and counselors rated this to be more important than did the other groups. Teachers saw it as the least important of the groups and the group mean ranked it as thirty-second. School board members and counselors ranked it as second. Administrators ranked it twentieth.

16. "To provide enrichment courses needed for a well-rounded education and skills that might be used creatively for leisure."

Administrators rated this to be more important than did the other groups. School board members rated it as least important compared to the other groups.

21. "To give a student a skill which he may use much later in life such as a second occupation (perhaps after retirement)."

Of the four groups statistically tested, teachers, counselors, and administrators rated this item significantly higher than did school board members.

27. "To help people feel self-sufficient, self-competent, and pride in their abilities so they may become better employees."

The difference here is a result of the counselors and administrators rating this statement significantly higher than the school board members who rated the item of relatively low importance. The teachers' rating appears to be about midrange among the groups.

39. "To provide experiences which will promote desirable personal characteristics, good work habits, personal pride, and satisfaction in doing a good job."

Of the four groups, counselors and administrators rated this item significantly higher than did the school board members. The other groups rated it somewhat the same which gave it an overall mean of 2.69 and an overall ranking of fourth. School board members rated it 3.85 which ranked it eighteenth in their group.

40. "To provide a sense of worth and achievement to the less capable individual."

There was a wide range among the groups' ratings of this statement. The counselors' and administrators' ratings differ significantly from the teachers' and school board members'. The counselors and administrators rated the statement 2.35 and 2.58, respectively, whereas the teachers rated it 4.50 and the school board members, 4.23. The administrators and counselors rated this statement as being a more important role than did teachers and school board members. This statement has an overall ranking of ninth.

43. "To work harder at changing the attitudes of the general public, especially administrators, teachers, students, and parents, about vocational and technical education so a more balanced quality of students will attend vocational and technical training."

Counselors and school board members were the groups which rated this statement as being more important. Counselors rated this item as 2.80, whereas school board members, teachers, and administrators rated it 5.08, 5.67, and 4.42, respectively. The teachers felt this item to be of least importance of the four groups. Overall the statement ranked thirty-second.

46. "To stress the honor and importance of technical skills in preparing for a vocation and a livelihood."

The significant difference for this item was among the school board members and counselors (5.15 vs. 2.50), the school board members and administrators (5.15 vs. 3.68), and the teachers and counselors (4.75 vs. 3.68). The school board members and teachers see this item as having least importance, compared to administrators' and counselors' ratings of high importance.

49. "To help students develop the initiative and dependability to hold down a job."

Appendix C reveals four differences among the groups' ratings. As with item 46, the administrators and counselors rated this statement significantly more important than did the school board members and teachers. The means ranged from 1.95 for administrators to 5.00 for school board members.

51. "To provide programs to retrain adults for better or new jobs."

Teachers felt this statement to be significantly less important than did the other three groups. The teachers' ranking this time was 32, compared to a range of 5.5 to 13.5 by the other groups. An interesting observation is that parents and students (even though they are not included in this analysis) appeared to agree with the teachers' rating.

52. "To provide high school dropouts and the unemployed the opportunity to develop basic skills in order to become gainfully employed."

This item received an overall mean rating of 3.930 and an overall ranking of thirty-first. A significant difference was found to exist among school board members and teachers (3.46 vs. 4.67), administrators and teachers (2.90 vs. 4.67), and counselors and teachers (2.30 vs. 4.67). Teachers obviously did not feel that skill training for dropouts and the unemployed was as important as did the other three groups.

53. "To make education pertinent to potential dropouts and offer opportunities to these individuals that will encourage them to stay in school through twelve grades."

Counselors and administrators rated this item significantly higher than did school board members and teachers.

CHAPTER III

SUMMARY, CONCLUSION, AND IMPLICATIONS

Summary

Research Question Number One was: "What are the groups' rankings of the statements of perceived roles of vocational and technical education?" The statements which were concerned with skill training and work values generally received a higher ranking of importance than did the remainder of the statements. The statements involving specific curriculum received the lowest overall rankings. The statements in which meaning was not as manifest fell into the middle two quartiles.

The first quartile appears to reflect the already assumed purpose of vocational and technical education as found in the review of literature. Vocational and technical education has been established by social and cultural influences evolving from an industrial society with a complex value domain concerning the necessity of work. The underlying purpose for vocational and technical education that emerges is occupational training in preparation for entry into jobs requiring less than a baccalaureate degree. It is noted that an element of awareness is presented by the participants' concerns over (1) status of different occupations, (2) training of the less-advantaged, and (3) career decision-making skills. There was a tendency (perhaps it is a perceptual bias of this researcher) for the participants to indicate that vocational and technical education is for those of a "lower origin" than themselves.

It should also be mentioned that from examining the statements in respect to the students' rankings, the students did not appear to view vocational and technical education as a means to a livelihood for themselves, or that work values were an important role. Yet, that is merely a perception of the researcher based upon the cognitive assimilation of the data. However, in examining similar items, it can be seen that the students' responses are not consistent.

Research Question Number Two asks: "Is there any difference among the groups as to their perceived roles of vocational and technical education?" The tests revealed that for 12 of the 65 statements, or approximately twenty percent, a significant difference did exist among the groups' ratings of the statements. The greatest differences were present among the administrators' and counselors' mean ratings versus the school board members' and teachers'. There were insufficient numbers of parents and students who responded to correspondence sheet two to include them in the statistical analysis of the data concerning this question.

Several results of the analysis should be mentioned concerning the differences among the groups' ratings. First, administrators seem to perceive vocational and technical education as a way to round out the total educational institution and provide education for all individuals, especially the less-advantaged. They do not necessarily feel that occupational education, cognitive and psychomotor instruction, is any more an important role of vocational and technical education than is value disciplining or affective instruction. Second, counselors' perceptions of the role of vocational and technical education appear to be scattered. They feel strongly about certain skill training for special groups and have contrasting feeling about similar statements concerning occupational education. Their responses form an up-and-down type pattern on similar statements where they might be expected to be consistent. Third, teachers generally did not deviate from the mean too much. In very few instances did they fall outside the middle of the means range. However, the statements which they did rate significantly different were in the areas of skill training; they did not see it as important a role as did the other groups. Their absence of differences makes their middle-of-the-range responses conspicuous and suspect of lacking strong opinion concerning vocational and technical education. Fourth, school board members did differ from the other groups in their ratings on numerous statements. They appear to be more oriented toward the real world of work and perceive the roles of vocational and technical education as being a link between school and work in providing training to students for jobs and real work values.

Conclusions

1. Based on the data analyzed for Research Question Number One, the conclusion might be reached that the statements mentioning work values, training and skill

training were ranked most important by the groups. The researcher concludes that groups did associate vocational and technical education with the teaching of occupational skills and work values.

2. The data analyzed for Research Question Number Two indicates a difference in how school board members, teachers, counselors, and administrators perceive the roles of vocational and technical education. The conclusion appears to be very just when considering the perceptual bases from which these groups draw their opinions.

3. The participants' perceptions of the roles of vocational and technical education are not aligned with those of professional vocational and technical education or the state and federal mandates. Even though this study did not purport to compare or necessarily evaluate the participants' perceptions with the established roles of vocational and technical education, this observation cannot be divorced from the findings of the study.

4. The paramount overall role of vocational and technical education, Statement 62, focused on assisting students in learning those skills for which they have an interest. The second most important role, Statement 18, concerned teaching good work habits and the importance of jobs; and the third, Statement 58, dealt with furnishing job skills and motivating alternatives to those persons who do not desire or who are unable financially to attend college.

5. Another conclusion based on the results of Research Question Number Two is that administrators perceive the role of vocational and technical education as being to balance out the total educational scheme to fill in the voids. Counselors were inconsistent in their perceptions as to the roles of vocational and technical education. Teachers are equidistant in their ratings as to their perceptions of vocational and technical education when compared to the other groups. School board members perceive vocational and technical education's roles in a more realistic light as being an orientation and preparation towards the world of work.

6. The sample of parents and students, even though too small to statistically test against the other groups, did rate the statements generally different from the other groups. Their ratings of importance appear to be in the areas of expanded

offerings of curriculums and specific curriculums. Perhaps their responses imply that vocational and technical education is for someone else and not them. It should be noted that this is the researcher's opinion.

7. School board members ranked the statements concerning occupational training and work values as being more important than did the other groups.
8. Counselors were consistent in their ratings of career choice type statements as having high importance. They also perceived occupational training as being an important role of vocational and technical education.
9. Teachers rated the statements regarding on-the-job training and opportunities to explore occupational possibilities as important roles of vocational and technical education. Other statements they perceived as important concerned general attitudes, career decisions, and work attitudes.
10. Administrators tend to perceive vocational and technical education as a segment of the total educational process. They rated statements important which conveyed the thought that vocational and technical education is mainly for groups who desire or need less than a college degree so they may be productive. They also felt that the roles of vocational and technical education should be parallel to those of general education in social and cultural training.

Implications

The results of the participants' stated perceptions of the roles of vocational and technical education indicate that they do not clearly understand the true roles of vocational and technical education. Each responding group looks at vocational and technical education from a slightly different point of view. The results also are enlightening in regarding the fact that most areas of education are looked upon from a general education philosophy. These ideologies became quite interwoven into the bases upon which perceptions as to the role of vocational and technical education are formulated. The participants apparently had a limited exposure to vocational and technical education because they did not appear to have a firm grasp of the concept. The wide variety of statements obtained from correspondence sheet one is speculated to be the result of the heterogeneous groups participating. Delphi studies are more accurate in reflecting conforming opinions for homogeneous groups.

After reviewing the results of this study, it is the researcher's opinion that the people directly involved in education at the secondary level do not understand vocational and technical education's goals, roles, and objectives. They still maintain the old stereotype views of it as being schooling for the individual of a "lesser origin," that a college degree is the ultimate goal, and that those who cannot achieve the ultimate goal should settle for second best--"vocational and technical education."

Votech OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

In cooperation with the Oklahoma State Department of Vocational and Technical Education, I am currently conducting a research study. The purpose is to determine people's perceptions as to the role of vocational-technical education in Oklahoma today. We are surveying 55 people in each of the following six groups: school board members, school administrators, school counselors, school teachers, high school students, and parents of high school students.

You have been selected to represent one of these groups and we would like to invite your participation. Your input is valuable and will be of great benefit to this study and to vocational-technical education. We are asking for only eight to ten minutes of your time in order to get an expression of your feelings.

The Delphi technique has been chosen as the method to be used in obtaining your perceptions as to the role of vocational-technical education. This technique, which builds on informed, sound judgment, obtains opinions from and allows interaction among persons without bringing them together. This study will require three mailings spaced approximately four weeks apart as follows:

Correspondence No. 1	Requests that you list five statements or areas that you feel are roles of vocational-technical education in Oklahoma.
Correspondence No. 2	A list of statements will be compiled from the participants' responses to Correspondence No. 1 and mailed back to you. Each person will be asked to rate the importance of each item as a role of vocational-technical education.
Correspondence No. 3	The average rankings of each item by the participants will be compiled from responses to correspondence #2. A second list, ranking items in order of importance, will be sent to you as correspondence #3. You will be asked to make changes in the order of the list together with reasons for making the changes, or to agree with the order as listed.

From the response obtained in Step 3, a final priority list of roles for vocational-technical education will be incorporated into the total information process for Oklahoma's State Department of Vocational and Technical Education.

We hope you will agree to participate with us in this effort of obtaining valuable information needed for decision making to provide a well-rounded education to all of Oklahoma's citizens. If you are willing to assist us, please complete the attached instrument and return it in the enclosed self-addressed, stamped envelope. Thank you very much for your assistance.

Sincerely,

Rick Brooks

Rick Brooks
Graduate Research Assistant

Enclosure

RB/XCU-01/13

THE PERCEIVED ROLES OF VOCATIONAL-TECHNICAL EDUCATION STUDY

State Department of Vocational and Technical Education

Stillwater, Oklahoma

Correspondence Sheet No. 1

(Please return immediately in enclosed envelope, time is essential for the proper coordination of this study.)

Please list up to five statements or areas that you feel describe the role of Vocational-Technical Education in Oklahoma today.

EXAMPLE: A possible statement might be "To offer opportunities to explore a variety of occupational possibilities."

OR

"To provide skill training for the needs of business and industry in the state."

List your statements below.

No. 1

No. 2

No. 3

No. 4

No. 5

37

Votech

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

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Here is where you come in. Your help is needed in selecting students for our samples. We would like for you to return to us the name and home mailing address of one student selected as specified below.

Please use your grade book and:

1. Use the third roster,
2. Select the 8th name,
3. If you don't have a third roster, use the last one and select the 8th name.

Please write that name on the bottom of this letter and return it in the enclosed postage paid envelope. Thank you, we appreciate your time and efforts in helping us conduct this study.

Sincerely,

Rick Brooks

P.S. All information will be grouped so that confidentiality will be maintained.

Student's Name and Home Mailing Address

Name _____

Address _____

_____

_____

Enclosure

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

Thank you for completing correspondence questionnaire #1. Your response was excellent and we appreciate the statements you furnished. We hope you will continue your assistance by completing correspondence sheet #2, which is attached.

It contains the major concepts that were identified from your suggestions in response to the first questionnaire (correspondence sheet #1). As anticipated, we came up with a number of important statements concerning the group's perceived role of vocational and technical education in the state of Oklahoma. In order that we can determine the most important factors, we are asking you to rate them on an eleven point continuum scale.

The statements will be analyzed according to the way you rate them, and from these rankings, we hope to gain some insight as to which roles the group feels are most important and least important. These statements will be ranked from your ratings in the order of most importance to least importance. Therefore, consider carefully all statements and give each one some thought as to how you feel about their importance to you.

Please complete the attached questionnaire and enclose it in the self-addressed, postage-paid, return envelope as soon as possible. Again, let me thank you for giving us your time and attention. Your response is greatly appreciated and is important to the completion of this research study.

Sincerely,

Rick Brooks, Graduate Assistant
Division of Research, Planning,
and Evaluation

Enclosures

RB/XCD-01/10

CORRESPONDENCE SHEET NO. 2
(To be returned in postage paid envelope)

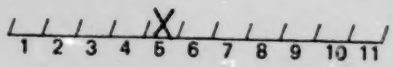
Below are the statements (from Correspondence Sheet No. 1) that you and others listed as your perceptions of the role of Vocational and Technical Education in Oklahoma. In order to establish a priority on the most important roles, we would like to ask you to rate each statement on an 11-point continuum ranging from (1) which is most important, to (11) which is least important.

Please be selective in choosing the rating of each of the statements. We carefully combined all statements that were similar. If your statements are not adequately expressed by those below, please write them in on the last page.

EXAMPLE

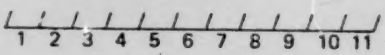
Most Important — Least Important

"To offer opportunities to explore a variety of occupational possibilities."

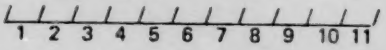


(Please mark with an "X")

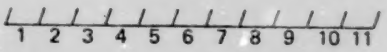
1. To provide technical training for unskilled workers.



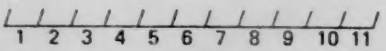
2. To provide training for those people who are especially adaptable to manual arts.



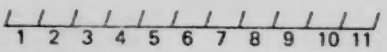
3. To help students analyze and solve business and economic problems with reasonable judgment.



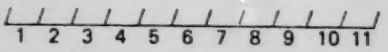
4. To help individuals improve their home environment and the quality of personal and family life.



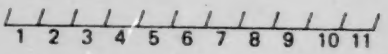
5. To provide skill training in areas that would complement a college education.



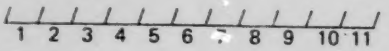
6. To assist students in learning those skills for which they have an aptitude.



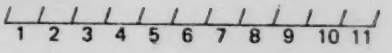
7. To provide information to students regarding financial aid available.



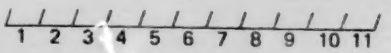
8. To provide students with moral training for the business world and human relationships.



9. To develop an awareness of responsibility as a member of the society and the legal aspects connected with these responsibilities.



10. To provide basic homemaking and nutritional skills with utilitary purposes.



— continued on back —

		Most Important	Least Important
11.	To provide students with education they can use in everyday life such as management of time, talents, money, and energy and how to work on a set time schedule.	1 2 3 4 5 6 7 8 9 10 11	
12.	To offer opportunities to fourteen and fifteen year olds as helpers or aides in various occupations.	1 2 3 4 5 6 7 8 9 10 11	
13.	To develop a realistic self understanding regarding decisions relative to career choice in a vocation that they enjoy rather than to be in a job just for the sake of a livelihood.	1 2 3 4 5 6 7 8 9 10 11	
14.	To provide students the opportunity to learn how to run a self-employed business.	1 2 3 4 5 6 7 8 9 10 11	
15.	To provide a background for understanding the need for continuing education and training in the various career areas.	1 2 3 4 5 6 7 8 9 10 11	
16.	To provide enrichment courses needed for a well-rounded education and skills that might be used creatively for leisure time.	1 2 3 4 5 6 7 8 9 10 11	
17.	To teach skills for locating, applying for, and interviewing for a job.	1 2 3 4 5 6 7 8 9 10 11	
18.	To teach good work habits and the importance of jobs.	1 2 3 4 5 6 7 8 9 10 11	
19.	To provide basic skill training and meet the needs of those with fewer abilities so they might become useful, productive wage earners.	1 2 3 4 5 6 7 8 9 10 11	
20.	To build attitudes which develop self-discipline in work, study, and play.	1 2 3 4 5 6 7 8 9 10 11	
21.	To give a student a skill which he may use much later in life such as a second occupation (perhaps after retirement).	1 2 3 4 5 6 7 8 9 10 11	
22.	To be used as a catch-all to rid other classes of undesirable students.	1 2 3 4 5 6 7 8 9 10 11	
23.	To provide present and future workers the training opportunity to broaden their skills and to increase earning powers.	1 2 3 4 5 6 7 8 9 10 11	
24.	To provide job skills for students needing to earn their way through further schooling, such as college.	1 2 3 4 5 6 7 8 9 10 11	
25.	To help break down the common school ideology and the practice of a common education for all.	1 2 3 4 5 6 7 8 9 10 11	

		Most Important	Least Important
26.	To reduce the welfare rolls by helping a person find his role in life.	1 2 3 4 5 6 7 8 9 10 11	
27.	To help people feel self-sufficient, self-competent, and pride in their abilities so they may become better employees.	1 2 3 4 5 6 7 8 9 10 11	
28.	To provide agriculture information and experience that will develop a knowledge of the science of agriculture and create and nurture a love of farm life.	1 2 3 4 5 6 7 8 9 10 11	
29.	To provide extra training for partially trained people, particularly hospital personnel.	1 2 3 4 5 6 7 8 9 10 11	
30.	To be very strict about vocational-technical program requirements and qualifications for students and exercise caution in sending out graduates who cannot do the required work.	1 2 3 4 5 6 7 8 9 10 11	
31.	To work closely with business, labor, industry, and the community, and involve them in the education of people.	1 2 3 4 5 6 7 8 9 10 11	
32.	To provide upgrading of an individual's skills for advancement in present job.	1 2 3 4 5 6 7 8 9 10 11	
33.	To further skills for those not satisfied with present occupations.	1 2 3 4 5 6 7 8 9 10 11	
34.	To improve the student's role in athletics for those interested in sports.	1 2 3 4 5 6 7 8 9 10 11	
35.	To offer training in the field of petroleum production.	1 2 3 4 5 6 7 8 9 10 11	
36.	To offer training in the operation and maintenance of commercial transportation carriers.	1 2 3 4 5 6 7 8 9 10 11	
37.	To offer training in photography, wildlife conservation, engineering, typing, and physical education.	1 2 3 4 5 6 7 8 9 10 11	
38.	To provide a better understanding of labor and management.	1 2 3 4 5 6 7 8 9 10 11	
39.	To provide experiences which will promote desirable personal characteristics, good work habits, personal pride, and satisfaction in doing a good job.	1 2 3 4 5 6 7 8 9 10 11	
40.	To provide a sense of worth and achievement to the less capable individual.	1 2 3 4 5 6 7 8 9 10 11	

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		Most Important — Least Important
41.	To provide a program whereby mentally handicapped students can be taught some skill to become self-sufficient and improve their self image.	1 2 3 4 5 6 7 8 9 10 11
42.	To provide general education in the disciplines (English, social studies, and math) that will be needed in the technical and occupational fields.	1 2 3 4 5 6 7 8 9 10 11
43.	To work harder at changing the attitudes of the general public, especially administrators, teachers, students, and parents, about vocational-technical education so a more balanced quality of students will attend vocational-technical training.	1 2 3 4 5 6 7 8 9 10 11
44.	To offer each high school student a larger area of choice in curriculums.	1 2 3 4 5 6 7 8 9 10 11
45.	To serve as an integrative factor between technical and academic classes to help make the study of English and math relevant.	1 2 3 4 5 6 7 8 9 10 11
46.	To stress the honor and importance of technical skills in preparing for a vocation and a livelihood.	1 2 3 4 5 6 7 8 9 10 11
	To offer a variety of employment training opportunities so students may find employment upon high school completion.	1 2 3 4 5 6 7 8 9 10 11
48.	To provide the opportunity through youth organizations for students to develop the leadership potential and to become dedicated citizens.	1 2 3 4 5 6 7 8 9 10 11
49.	To help students develop the initiative and dependability to hold down a job.	1 2 3 4 5 6 7 8 9 10 11
50.	To provide a broader scope of training in job skills not already offered by the public schools because of the financial burden on individual districts.	1 2 3 4 5 6 7 8 9 10 11
51.	To provide programs to retrain adults for better jobs or new jobs as they are created.	1 2 3 4 5 6 7 8 9 10 11
52.	To provide high school dropouts and the unemployed the opportunity to develop basic skills in order to become gainfully employed.	1 2 3 4 5 6 7 8 9 10 11
53.	To make education pertinent to potential dropouts and offer opportunities to these individuals that will encourage them to stay in school through twelve grades.	1 2 3 4 5 6 7 8 9 10 11

		Most Important — Least Important
54.	To provide a student the opportunity to explore occupational possibilities.	1 2 3 4 5 6 7 8 9 10 11
55.	To provide skill training for the personnel needs of business and industry in the state and surrounding states.	1 2 3 4 5 6 7 8 9 10 11
56.	To strengthen the state's and community's ability to attract industry by increasing the available manpower.	1 2 3 4 5 6 7 8 9 10 11
57.	To provide students occupational classroom instruction and on-the-job training while in school.	1 2 3 4 5 6 7 8 9 10 11
58.	To furnish job skills and motivating alternatives to those persons who don't desire or who are unable financially to attend college.	1 2 3 4 5 6 7 8 9 10 11
59.	To dignify, upgrade, and improve student and community attitudes toward the work ethic and non-executive occupations.	1 2 3 4 5 6 7 8 9 10 11
60.	To give students information as to the types of job skills, the types of jobs available, and the types of training available to them.	1 2 3 4 5 6 7 8 9 10 11
61.	To provide skill training for students after the completion of high school.	1 2 3 4 5 6 7 8 9 10 11
62.	To assist students in learning those skills for which they have an interest.	1 2 3 4 5 6 7 8 9 10 11
63.	To provide physical therapy and human rehabilitation services for students.	1 2 3 4 5 6 7 8 9 10 11
64.	To provide training in the areas of dentistry, optometry, and laboratory and X-ray technicians.	1 2 3 4 5 6 7 8 9 10 11
65.	To provide training in interior and decorative structural design.	1 2 3 4 5 6 7 8 9 10 11